Z

Grade 3

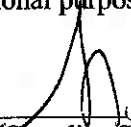Elementary

T   - classroom teacher

H   - special educator

Video, Audiotape, and Photo Permission Form

(This form is not required to be included in the portfolio.
It should be signed and kept in the student's school file.)

I give permission for the (please print) _____ ᴸ _Elementary_ school to photograph

or video- or audiotape my son/daughter, (print name) _____ Z _____ .

I understand that this will be included in my son/daughter's state assessment and will be used for educational purposes only.

_____   _____
Parent/Guardian Signature

__9-27-07__
Date

Parent/Guardian Portfolio Review Statement

Name of student (please print) ___Z___ _____

I, (please print) ___S.___ ___ ___, have reviewed my child's work that is contained in this portfolio. My child's teacher, (please print) ___H___ _____, has actively engaged me in this review process and has explained the contents of my child's portfolio appropriately. I believe this portfolio does/does not (circle one) reflect my child's current level of progress.

Comments:

This is fantastic!
4/4 !! Good job Z !
Good job Z ? team
4 peers

___5-2-08___ ___M___
Date   Parent/Guardian Signature

___5-2-08___ ___H___
Date   Teacher Signature

Schools are responsible for seeking parent/guardian review of the completed portfolio. If the school is unable to obtain parent/guardian review of the portfolio and signature, the school must document all attempts to obtain this review, and a school representative must sign below.

_____ _____
Date   Signature and Title

Documentation of attempts to obtain review and signature must be kept in the school records.

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

Informed Consent and Permission to Use Portfolio Materials for Training Purposes

Dear Parent or Guardian:

Materials from the New Hampshire Alternate Assessment portfolio submitted for your child, (please print) __Z__ _____, might be selected to be included in the Teacher Training Manual. This material may also be used for future manuals or other materials designed for training purposes. If chosen, the selection recognizes effort made by your child and the efforts of the lead implementer responsible for compiling the evidence for the New Hampshire Alternate Assessment. Before we can include your child's material, we require your permission. Please review the permission form below and sign in the designated place to indicate your decision regarding use of your child's material.

I, (please print) __S__ _____, am the parent or legal guardian of (please print) __Z__ _____. In this capacity, I grant the New Hampshire Department of Education permission to use the following material(s) from my child's New Hampshire Alternate Assessment portfolio.

Please check to indicate your consent for each individual type of portfolio evidence:

✓ paper products **(personal identifiable information, such as last name, school name, etc., will be removed)**
✓ pictures **(face will be blanked out)**
✓ audiotapes
✓ videotapes

____ I do not give consent.

I acknowledge this material can be used for the express purpose of training other educators, parents, or related service providers to either compile or score an Alternate Assessment portfolio.

_____   9-27-07
Signature of Parent/Guardian   Date

Portfolio Validation Form

(Complete one for the entire portfolio)

Student Name : _Z_   SASID #: _____   Date: _5·2·08_

SAU #: ____ Student's Grade: ____ 2 ✓ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 10 ___ 11

Team Statement:

The student's work evidenced in this portfolio accurately reflects typical instructional programming directed toward the specified standards.

Typical team participants may include: general education teacher, special education teacher, paraprofessional/instructional assistant, related service provider, parent, typical peer, etc.

Instructional Team Signatures:

➤ Name: _A_   Position: _Case manager/special educator_

Contribution to Portfolio: _data collection, work samples, organization and completion of evidence_

➤ Name: _T_   Position: _paraprofessional_

Contribution to Portfolio: _data collection, work samples, photos_

➤ Name: _____   Position: _classroom teacher_

Contribution to Portfolio: _consultation_

➤ Name: _X_   Position: _O.T._

Contribution to Portfolio: _consultation_

➤ Name: _C_   Position: _P.T._

Contribution to Portfolio: _consultation_

➤ Name: _R_   Position: _SLP_

Contribution to Portfolio: _consultation_

➤ Name: _____   Position: _____

Contribution to Portfolio: _____

➤ Name: _____   Position: _____

Contribution to Portfolio: _____

Statement of School Principal/General Curriculum Supervisor:

I verify that I have reviewed the portfolio of (student) _Z_ _____, in Grade _3_ and have found it to be complete and ready for submission to Statewide Assess.

Principal's Signature : _____   Date: _5/2/08_

4.

Z   is a fun classmate. He is always ready to learn. He likes to participate in class by singing. Some of his favorite songs are "Mr. Sun" and "The Wheels on the Bus". He really likes numbers. He sometimes leaves the classroom and plays with the bus numbers.

- *4th grade peer*
  multi-age classroom

There is a boy in my class that brings the most joy than anyone else. His name is Z   . He likes to sing with the class and he likes to read big books. He loves being around other people and all of us love to be around him.

- *3rd grade peer*
  multiage classroom

6.

Z_____'s 2007-2008 Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45-9:00	Arrival Routine				
9:00-9:15	D.O.L				
9:15-9:30	Morning Meeting				
9:30-9:45					
9:45-10:00	Language Arts	Language Arts	Language Arts	Physical Therapy (out)	Language Arts
10:00-10:15					
10:15-10:30				Language Arts	
10:30-10:45	Snack/Read	Snack	Snack/Read	Snack/Read	Snack/Read
10:45-11:00					
11:00-11:15	Physical Therapy (out)	Art	Math/Science	Math	Speech (out)
11:15-11:30					
11:30-11:45	Speech (out)	Math		Physical Education	Math
11:45-12:00					
12:00-12:15	Music	Occupational Therapy (out)		Speech (out)	Occupational Therapy (out)
12:15-12:30					
12:30-12:45		Science		Science	Science
12:45-1:00	Lunch & Recess				
1:00-1:15					
1:15-1:30					
1:30-1:45	Read Aloud	Read Aloud	Adapted Phys. Ed (out)	Read Aloud	Read Aloud
1:45-2:00					
2:00-2:15	Social Studies	Social Studies	Social Studies	Social Studies	Physical Education
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:15	Dismissal Routine				

Yellow: general ed setting
White: general ed setting
Green: special ed setting

7.

Entry Cover Sheet #1
Reading Required
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Z   **SASID #**   **SAU #**   **Grade:**   3

Content Standard:

Student will demonstrate the interest and ability to read age/grade-appropriate materials fluently, with understanding and appreciation.

Student Performance and Progress: ONE *Measurable* Targeted Skill:

Z   will match words to pictures with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

By matching words to pictures, Z   will demonstrate interest and ability to read age-appropriate materials fluently, with understanding and appreciation.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period.   Pg.   9

Collection period I - September 17 - November 16, 2007

     Two Student Work Samples   Pgs. 10, 11

     One Self-Determination Worksheet connected to one of the Work Samples   Pg.   12

Collection Period II - November 19, 2007 - February 1, 2008

     Two Student Work Samples   Pgs. 13, 14, 15

     One Self-Determination Worksheet connected to one of the Work Samples   Pg.   16

Collection Period III - February 4 - April 18, 2008

     Two Student Work Samples   Pgs. 17, 18, 19

     One Self-Determination Worksheet connected to one of the Work Samples   Pg.   20

The following information must be recorded directly on each piece of evidence:

* Student's name and date of activity
* Accuracy of performance
* Cues, prompts or other assistance required by the student to complete the task
* Setting in which the activity occurred
* People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.
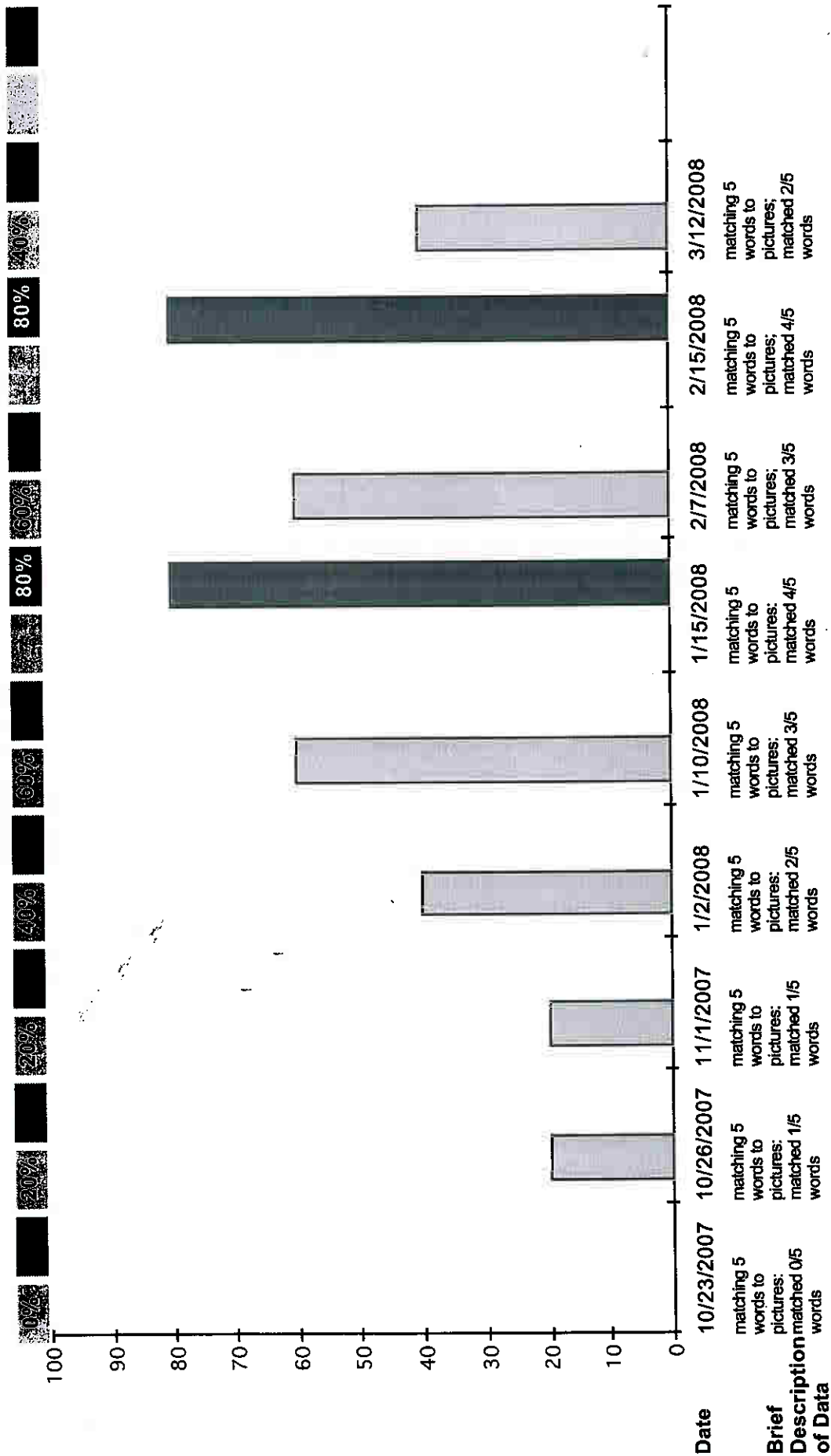
Student Name: Z SASID # SAU # Grade: 3

matches words to pictures

Date	10/23/2007	10/26/2007	11/1/2007	1/2/2008	1/10/2008	1/15/2008	2/7/2008	2/15/2008	3/12/2008
Brief Description of Data	matching 5 words to pictures: matched 0/5 words	matching 5 words to pictures: matched 1/5 words	matching 5 words to pictures: matched 1/5 words	matching 5 words to pictures: matched 2/5 words	matching 5 words to pictures: matched 3/5 words	matching 5 words to pictures: matched 4/5 words	matching 5 words to pictures: matched 3/5 words	matching 5 words to pictures: matched 4/5 words	matching 5 words to pictures: matched 2/5 words

Key

met goal-
no new words
added

NH Alternate
Assessment
2007-2008

Comments: The following words were used; mom, book, Mr. L , Z , lunch. We did not add more words when 80% accuracy was reached on 1/15/08 because of the inconsistency in accuracy among the 5 words. We hoped to achieve 80% accuracy more consistently with this set of words.

9.
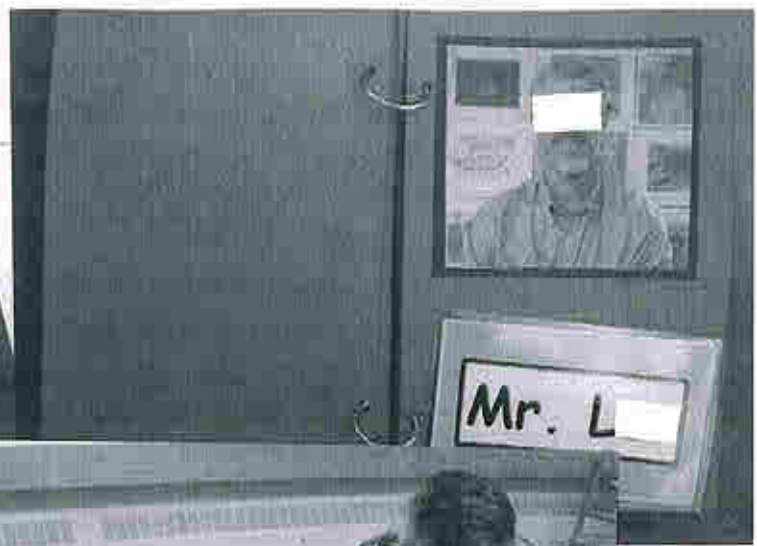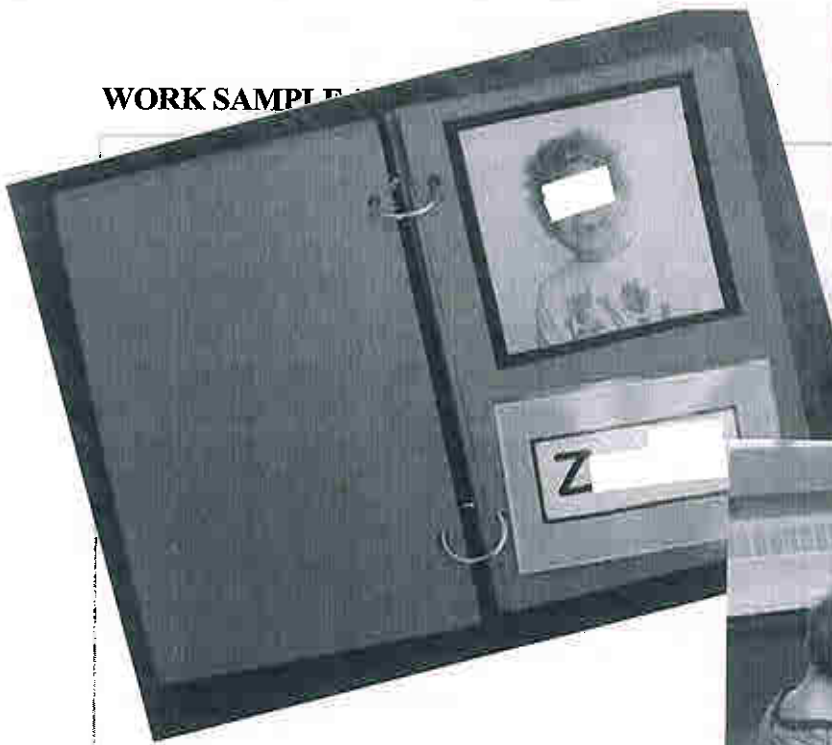
Student V

Attach

Student Name: Z		**Date:** 10/23/2007

Content Area:	Reading 1
Work Sample:	1

Data Collection Period:	Setting: In the regular classroom
I	

Activity Description:

Z worked with his classroom teacher during an independent reading block. Z worked on discrimination of two of his sight words by matching the correct word to the picture in a book prepared for this activity. The teacher asked Z to name the picture and then presented him with a choice of two sight words. Z was to select the right word and attach it to the page in the book.

Student's Performance Relative to the Targeted Skill:

Z chose the correct word 2 of 5 times = 40% accuracy.

Supports:

Z needed verbal and physical cues to look at the pictures in the book, and the words. He needed physical redirection to wait for both words to be presented before choosing. *The classroom teacher provided the supports.*

10.

WORK SAMPLE # 2

Student Work Sample Label	
Attach to Work Sample	

Student Name: Z	**Date:** 11/14/2007

Content Area:	Reading 1
Work Sample:	2

Data Collection Period: I	Setting: In the regular classroom

Activity Description:

Z   used a Language Master to practice two of his sight words during a class reading time. He worked directly with a typical peer while several other classmates watched. In this activity, the peer held a picture for Z   to identify. Next, the peer held 2 word cards and asked Z   to choose the word for the picture. The word and picture were then attached to a pre-recorded language master card. Z   slid the card through the machine which 'read' the word.

Student's Performance Relative to the Targeted Skill:

Z   correctly matched 4/10 words to pictures = 40% accuracy.

Supports:

Z   needed assistance from the ˄typical peer in order to slide the card through the Language Master. The peer varied the placement of the word cards (flat on floor, held vertically) in order to improve Z   's attention and accuracy. The peer prompted Z   to wait and listen before choosing a word card.

Self-Determination Form

Data Collection Period **1**   Corresponds With Work Sample **2**

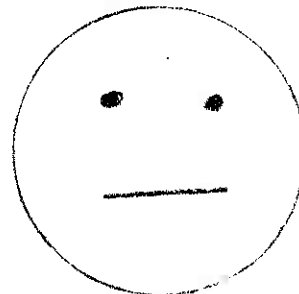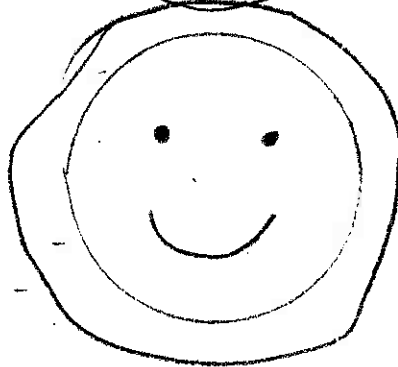WHEN: (Date) 11 14 07

WHAT: (Choice of activity)

Who do you want
to work with?
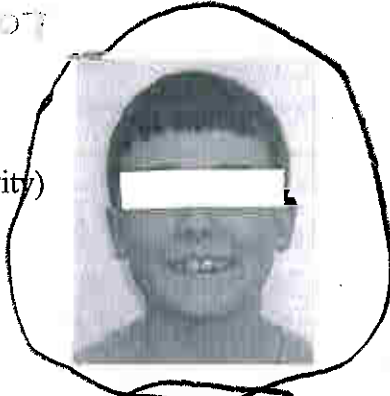
WHAT: (Planning)

HOW: (Monitoring)

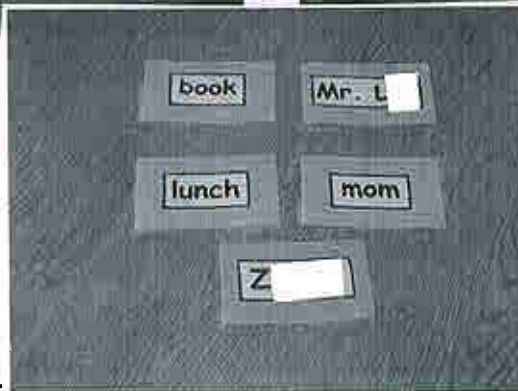WHAT: (Self-Evaluation)

MORE WORDS

"Keep practicing your words."

* modeled
by paraprofessional

WORK SAMPLE # 1

Student Work Sample Label
Attach to Work Sample

Student Name: Z	**Date:** 12/5/2007

Content Area:	Reading 1
Work Sample:	1

Data Collection Period: II	Setting:	In the regular classroom

Activity Description:

During a morning meeting, Z   helped a ~~peer~~ *typical* peer do a Mad Libs worksheet with the class. Z   's sight words were used for the nouns. Each time a noun was needed, the peer posted 3 of Z   's words and asked him to find one of them. ("Find book".) All five words were practiced.

Student's Performance Relative to the Targeted Skill:

Z   correctly identified 3/5 words = 60%

Supports:

A back-jack seat was used for posture and support. Sight words were presented in a field of 3 and placed on a vertical felt board for better viewing. The peer had to repeat herself often, and she needed to prompt Z   frequently to look up at the words. The paraprofessional was nearby and helped facilitate the activity as needed (providing physical prompts to Z   *and verbal instructions to the peer*)

MAD LIBS

At the Arcade

When I go to the arcade with my BOOKS

(plural noun) there are lots of games to play. I

spend lots of time there with my friends. In

"Xmen" you can be different MVIL

(plural noun). The point of the game is to

Pleadh *(verb)* every robot. You also need

to save people, and then you can go to the next

level. In "Star Wars" you are Luke Skywalker and

you try to destory every moVn *(noun).*

In a car racing / motorcycle racing game you

need to beat every computerized vehicle that you

are hiting *("ing" verb)* against. There

are a whole lot of other cool games. When you

play some games you win __lunches__ *(plural noun)* for certain scores. Once you're done you can cash in your tickets to get a big __2__ *(noun)*. You can save your __chickens__ *(plural noun)* for another time. When I went to this arcade I didn't believe how much fun it would be. You might annoy your parents by asking them over and over if you can go back to there. So far I have had a lot of fun everytime I've been to this great arcade!

WORK SAMPLE # 2

Student Work Sample Label	
Attach to Work Sample	

Student Name: Z	Date: 12/10/2007

Content Area:	Reading 1
Work Sample:	2

Data Collection Period: II	Setting: In the Extended Resource Room.

Activity Description:

Z   worked with his paraprofessional on the computer using an Intellikeys keyboard. Z   hose the overlay. The activity involved practicing two of his sight words - 'Z   ' and 'lunch'. In each trial, Z   was asked to locate one of the words (from a field of three) by pushing on it. The corresponding picture would then appear on the computer screen.

Student's Performance Relative to the Targeted Skill:

Z   correctly located 1/5 words = 20%

Supports:

Z   stood up while he worked. The paraprofessional held his hand to keep him from pushing the word keys until the instructions were given. The keyboard was on an incline. Large pictures were used and the words were written in large font.

Self-Determination Form

Data Collection Period _II_ Corresponds With Work Sample _1_ _12/5/07_
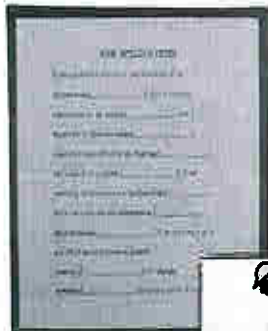
WHEN: (Date) _12·5·07_

WHAT: (Choice of activity)

"Which mad-lib do you want to do? The job application or arcade?"
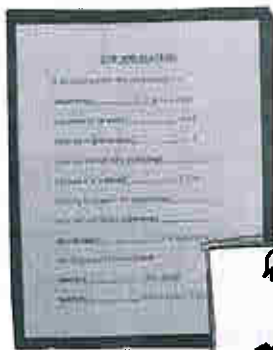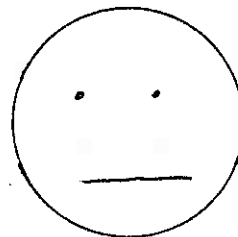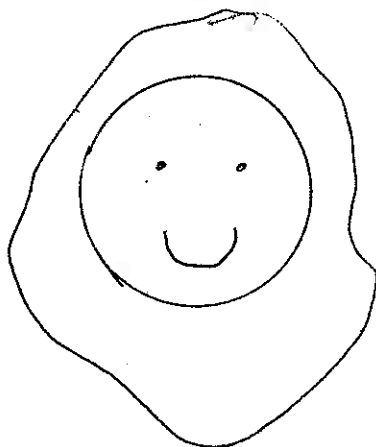
WHAT: (Planning)

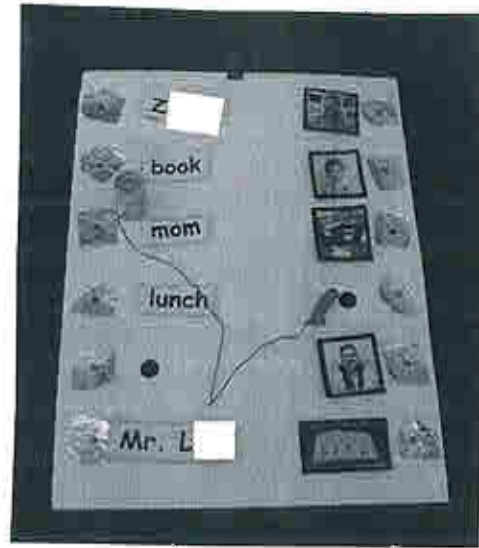"Which mad-lib do we need?"

HOW: (Monitoring)

WHAT: (Self-Evaluation)

I need to listen to my partner and look carefully at the words.

(dictated and written by teacher)

Student Work Sample Label	
Attach to Work Sample	
Student Name: Z	**Date:** 3/14/2008

Content Area:	Reading 1
Work Sample:	1

Data Collection Period: III	Setting: In the Extended Resource Room

Activity Description:

Z   worked with his paraprofessional to use a circuit board with battery and light bulb. The board was set up so that
Z   needed to correctly match words and pictures in order for the bulb to light.

Student's Performance Relative to the Targeted Skill:

Z   correctly matched 3/5 words = 60%

Supports:

Z   needed hand-over-hand assistance to hold and manipulate the bulb and battery. An extension was added to the base of the bulb for easier handling. Z   stood during the activity which made it easier for him to see the entire board, and to reach all the connection points.

see worksheet on back

Student Work Sample Label		
Attach to Work Sample		
Student Name: Z		**Date:** 4/16/2008
Content Area: Reading 1		
Work Sample: 2		
Data Collection Period: III	Setting: In the regular classroom	

Activity Description:

Z   was given the choice of two worksheets. One was a cut and paste matching (words to pictures) activity and the other involved drawing lines to match words to pictures. He chose the line worksheet and worked with a typical peer.

Student's Performance Relative to the Targeted Skill:

Z   correctly matched 1 picture/word = 20%

Supports:

This was a difficult task for Z   . He needed assistance in many ways, from both the typical peer and the paraprofessional: verbal prompts for redirection and focusing; hand-over-hand assistance when drawing lines; pointing to help scan the choices

18.
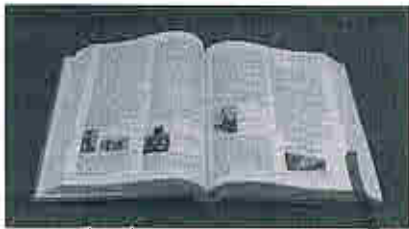
book

Mr. L

mom

Z

lunch

Self-Determination Form

Data Collection Period III   Corresponds With Work Sample 2

WHEN: (Date) 4/16/08

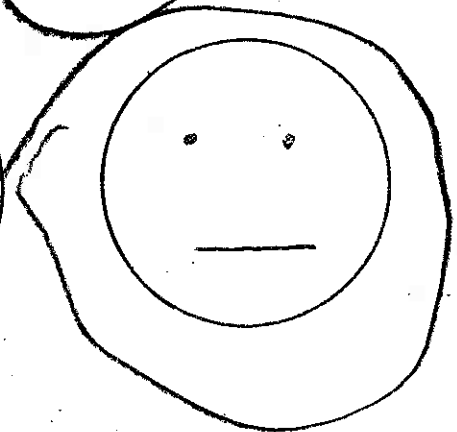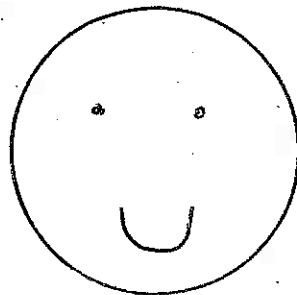WHAT: (Choice of activity)

" Which worksheet
do you want?"

WHAT: (Planning)

" What do you
need to get?"

HOW: (Monitoring)

" How did you do?"

WHAT: (Self-Evaluation) MORE
WORDS

Entry Cover Sheet #2
Reading Choice
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Z   **SASID #**   **SAU #**   **Grade:** 3

Content Standard:

Student will demonstrate competence in applying the interactive language process of READING, writing, speaking, listening, and viewing, to succeed in educational, occupational, civic, social, and everyday settings.

Student Performance and Progress: ONE *Measurable* Targeted Skill:

Z   will follow a set of picture symbol directions to complete an educational activity with no more than **6** prompts.

Explain how the targeted skill is connected to the Content Standard:

By following a list, Z   will demonstrate competence in applying the interactive process of reading to succeed in educational, occupational, civic, social, and everyday settings.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period.   Pg.   **22**

Collection period I - September 17 - November 16, 2007

Two Student Work Samples   Pgs. **23, 24, 25, 26, 27**

One Self-Determination Worksheet connected to one of the Work Samples   Pg. **28**

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples   Pgs. **29, 30, 31, 32, 33**

One Self-Determination Worksheet connected to one of the Work Samples   Pg. **34**

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples   Pgs. **35, 36, 37, 38**

One Self-Determination Worksheet connected to one of the Work Samples   Pg. **39**

The following information must be recorded directly on each piece of evidence:

* Student's name and date of activity
* Accuracy of performance
* Cues, prompts or other assistance required by the student to complete the task
* Setting in which the activity occurred
* People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

21.

Student Name: Z   SASID #   SAU #   Grade: 3

needs the most prompts w/backpack

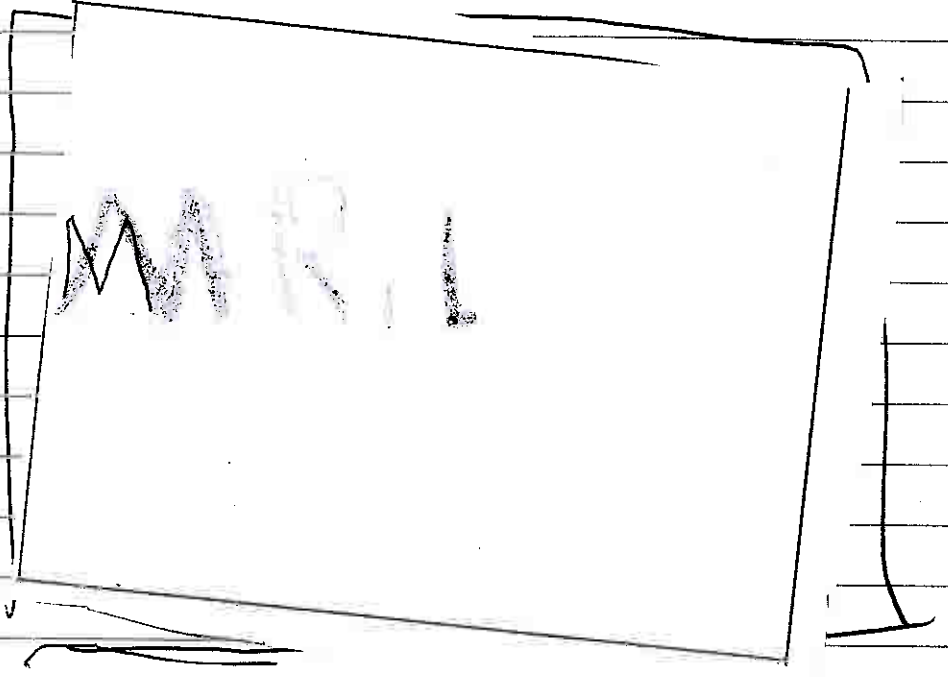| Date	# of steps	prompts	Standards Based Activity	Setting	Supports	Comments
▮	▮	▮	list at arrival	regular classroom	verbal prompts, physical prompts and assistance	
▮	▮	▮	list at arrival	regular classroom	verbal prompts, physical prompts and assistance	Z needs physical assistance getting his chair down from the table. He...
▮	▮	▮	list at arrival	regular classroom	verbal prompts, physical prompts and assistance	Z needs physical assistance getting his chair down from the table.
▮	▮	▮	list at arrival	regular classroom	verbal prompts, physical prompts and assistance	Z needs physical assistance getting his chair down from the table.
▮	▮	▮	list at arrival	regular classroom	verbal prompts, physical prompts and assistance	Z needs physical assistance getting his chair down from the table.
▮	▮	▮	list at arrival	regular classroom	verbal prompts, physical prompts and assistance	Z needs physical assistance getting his chair down from the table.
2/11/2008	6 goal met	5	list at arrival	regular classroom	verbal prompts	Z met the goal. He did not need a prompt for one of the steps.
▮	7	13	list at arrival	regular classroom	verbal prompts, physical prompts and assistance	We added another step for which Z needed many prompts.
▮	7	13	list at arrival	regular classroom	verbal prompts, physical prompts and assistance	Z continues to need extra prompts with the new step.
▮						
▮						
▮						

22.

Student Work Sample Label
Attach to Work Sample

Student Name: Z	**Date:** 10/24/2007

Content Area:	Reading 2
Work Sample:	1

Data Collection Period: I	Setting: In the regular classroom

Activity Description:

Z   followed a 6 step picture sequence to complete a writing assignment. In this activity, Z   chose one of his sight words for a typical peer to write in his journal. The peer asked Z   to identify the word and its individual letters.

Student's Performance Relative to the Targeted Skill:

Z   needed a total of 17 prompts.

Supports:

Z   needed physical assistance from the typical peer to get his journal from his cubby. The peer used a crayon to write ^typical instead of a pen or pencil. The paraprofessional helped Z   to scoot his chair up to the table. Z   needed prompting from the peer to look while the word was being written.

MARI L

24.

WORK SAMPLE # 2

<table>
<tr>
<td colspan="2" align="center">**Student Work Sample Label**
Attach to Work Sample</td>
</tr>
<tr>
<td>**Student Name:** Z</td>
<td>**Date:** 11-8-2007</td>
</tr>
<tr>
<td colspan="2">Content Area: Reading 2

Work Sample: 2</td>
</tr>
<tr>
<td>Data Collection Period:

I</td>
<td>Setting: In the regular claassroom during a Pilgrim simulation activity</td>
</tr>
</table>

Activity Description:

Z   followed a picture schedule to complete this activity. 'Pilgrim' groups were to brainstorm a list of foods. Z was given a choice for his contribution - corn or bread. He chose corn. Z   followed his schedule to cut out the picture of the corn, glue it onto paper, hand it and the word 'corn' to a typical member of his group. The typical peer modeled writing the word and asked Z   to identify the letters as they were written.

Student's Performance Relative to the Targeted Skill:

Z   needed 15 prompts to complete the activity.

Supports:

Z   resisted locating his chair and sitting down. He needed many verbal, visual and some physical prompts from his group members and his paraprofessional in order to complete this step. All items were at the table for him to access as needed.

NH Alternate Assessment 2007-2008

25.

26.

SURVIVAL ACTIVITY 3: Finding Food

Thank God for all the help we are receiving from the Indians. They are showing us food we can eat.

The Pilgrims left England with enough food to cross the Atlantic, but not enough to last them through the winter. While crossing the ocean on the *Mayflower,* they ate pickled beef, pork, cheese, and a biscuit called hardtack. They hoped to reach the New World in time to plant crops for a fall harvest, but they arrived too late.

By winter there was little food left. The Pilgrims suffered from hunger and malnutrition.

In the spring Indians showed them the plentiful amount of food available in New England. In addition to seafood, there were duck, turkey, deer, partridge, and many kinds of berries. But the Pilgrims avoided these foods.

They were so used to English foods like salted fish, beef, pork, mutton, and bread that they did not want other foods. Only in the face of starvation would they try the game, berries, and shellfish that were abundant in the New World. Many of the Pilgrims preferred to go hungry rather than eat some of the foods that surrounded them. Had they been willing to experiment with these new foods, there would have been less starvation in Plymouth Colony.

Discovering new food sources

Directions: Your survival depends on your willingness to try new foods. Your team is to make a list of 21 unusual foods found in a supermarket that members of your group are willing to eat. Do not list foods by brand names, or how they are prepared such as French fries or hash browns for potatoes. Do not list spices or seasonings as food. Write only foods that you believe will not be listed by other teams. For every three foods listed by your team that are not listed by another team you receive an acre of food.
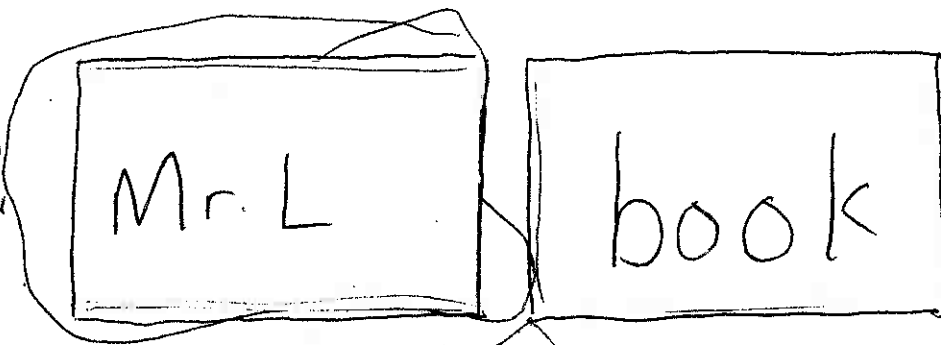
Self-Determination Form

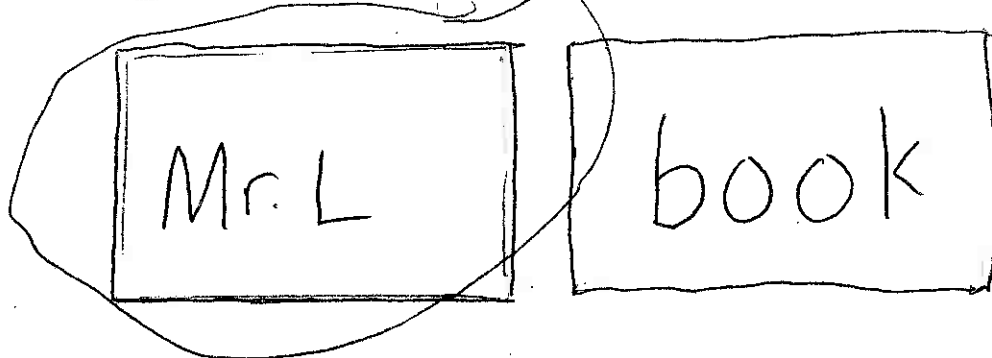Data Collection Period | Corresponds With Work Sample |

WHEN: (Date) 10·24·07

WHAT: (Choice of activity)
Which word do you
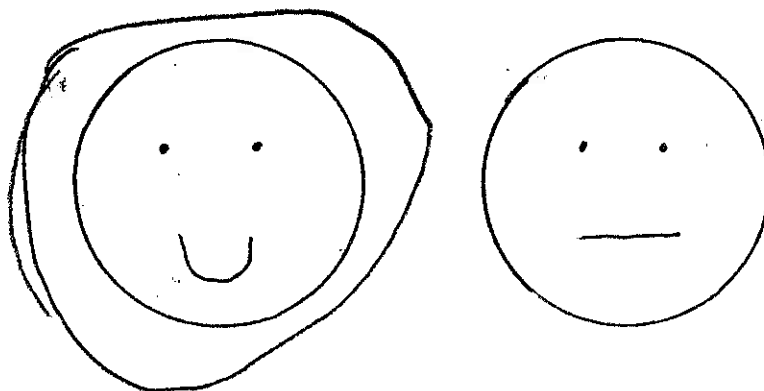want your partner
to write?

| Mr. L | book |

WHAT: (Planning)
Which card
do you need?

| Mr. L | book |

HOW: (Monitoring)

WHAT: (Self-Evaluation)

"you need to look at the pictures on your schedule."

✱ modeled by
paraprofessional

28.

see back
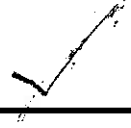
Student Work Sample Label		
Attach to Work Sample		
Student Name: Z		**Date:** 11/19/2007
Content Area: Reading 2		
Work Sample: 1		
Data Collection Period: II	Setting: In the regular classroom	

Activity Description:

The class was involved in different activities in preparation for a Thanksgiving feast. Z   worked with the student teacher and a small group of typical peers to make a pumpkin pie. Z   followed a 6 step picture sequence in order to gather necessary items/ingredients that he passed to a peer.

Student's Performance Relative to the Targeted Skill:

Z   needed 13 prompts in order to complete his part of the activity.

Supports:

Z   used his Rifkin seat for posture and support. A limited number of cooking utensils/materials were on the table to help Z   scan for items on his schedule. The student teacher gave verbal and physical prompts to assist with handing items to peers and to look at the schedule. The schedule was folded so that only one picture was visible at a time.

typical

29.

30.

PUMPKIN PIE RECIPE

_____ ¾ cup sugar

_____ ½ tsp. salt

_____ 1 tsp. ground cinnamon

_____ ½ tsp. ground ginger

_____ ¼ tsp. ground cloves

_____ 2 eggs

__✓___ 1 can of pumpkin

_____ 1 can of evaporated milk

_____ 1 deep- dish pie shell

see picture schedule on back

Student Work Sample Label	
Attach to Work Sample	
Student Name: Z	**Date:** 12/18/2007

Content Area:	Reading 2
Work Sample:	2

Data Collection Period: II	Setting: In the regular art class

Activity Description:

Students were to create a winter scene card. Z   followed a six step picture schedule to complete his card. He was given the choice of a snowman or a tree. He chose to make a snowman.

Student's Performance Relative to the Targeted Skill:

Z   needed a total of 10 prompts to complete the activity. The first step required the most prompts. After that, he was able to locate each item with 1 cue.

Supports:

All items were at the table so that Z   did not need to negotiate the crowded, busy room. For each step, Z   was shown the picture from the schedule, and asked to find that item from a choice of 2 or 3 objects. Z   required hand-over-hand assistance with cutting. The paraprofessional also helped to hold the paper and guide Z   s hand while *he glued and colored.*
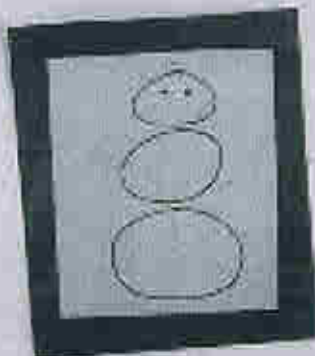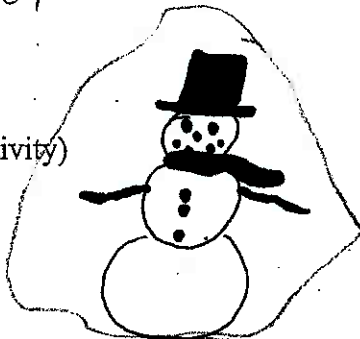
Self-Determination Form

Data Collection Period   Corresponds With Work Sample
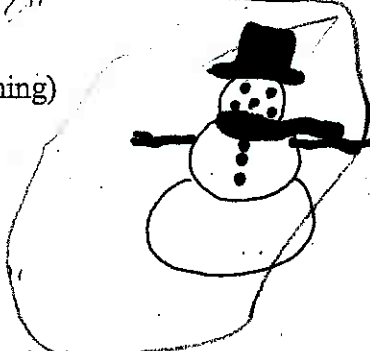
II   II

WHEN: (Date) 12/18/07

WHAT: (Choice of activity)

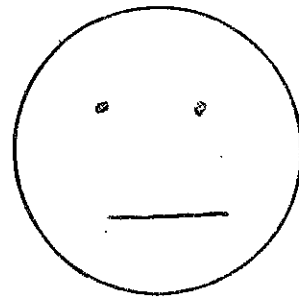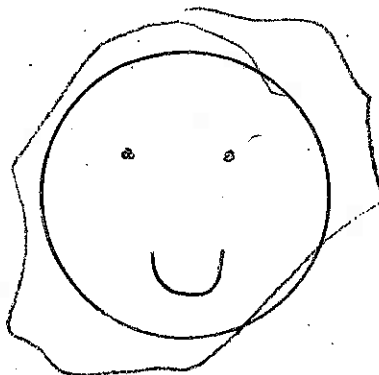"Do you want to make a snowman or a tree on your card?"

WHAT: (Planning)

"Which card do you need?"

HOW: (Monitoring)

WHAT: (Self-Evaluation)

"You need to look carefully at the pictures and the items on the table."

see back

Student Work Sample Label
Attach to Work Sample

Student Name: Z	**Date:** 2/22/2008

Content Area:	Reading 2
Work Sample:	1

Data Collection Period: III	Setting: In the regular classroom

Activity Description:

Students were getting ready to go outside to tap trees. Z   used a picture schedule to gather items needed to tap the trees. He placed each item in a sap bucket.

Student's Performance Relative to the Targeted Skill:

Z   . needed 9 prompts.

Supports:

Z   was shown the objects and pictures of the objects earlier in the day. He also reviewed the items just prior to the activity. It helped Z   to move physically in order to get each item (rather than sitting at a table). He also liked placing each item in a container.

Student Work Sample Label

Attach to Work Sample

Student Name: Z	**Date:** 3/28/2008

Content Area:	Reading 2
Work Sample:	2

Data Collection Period: III	Setting: In the regular classroom

Activity Description:

The class was host to visiting students from another school. Various 'maple sugaring' stations were set up. Z   and his group were at a station that involved making pancakes. Z   collected the necessary items from one table and delivered them to the cooking table.

Student's Performance Relative to the Targeted Skill:

Z   followed a picture schedule to collect 7 items. He needed 13 prompts.

Supports:

Z   does well when a motor component is added. Having him move from one table to another helped to keep him interested in the activity. He handed each item to a peer at the cooking table. Z   needed verbal cues as well as some pointing from the paraprofessional.

Self-Determination Form

Data Collection Period _III_   Corresponds With Work Sample 2

WHEN: (Date) 3/28/2008

WHAT: (Choice of activity)
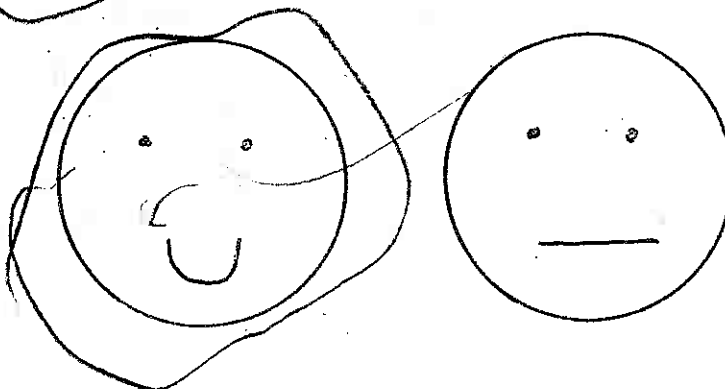
" Which activity do
you want to do?"

WHAT: (Planning)

"What do you
need to help with
the pancake
station?"

HOW: (Monitoring)

"How did you do
with the schedule?"

WHAT: (Self-Evaluation)

" You need to look at the pictures on the
schedule."

* Responses modeled by paraprofessional

Entry Cover Sheet #1
Mathematics Required
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Z   **SASID #**   **SAU #**   **Grade:** 3

Content Standard:

Student will communicate his or her understanding of mathematics and recognize, develop, and explore mathematical connections.

Student Performance and Progress: ONE *Measurable* Targeted Skill:

Z   will identify number of items in a set with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

By identifying number of items in a set, Z   will communicate his understanding of mathematics and recognize, develop, and explore mathematical connections.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods   Pg.   41
with 3 Data Points for each period. Each Data Point should represent a specific date within the period.

Collection period I - September 17 - November 16, 2007

Two Student Work Samples   Pgs. 42,43,44

One Self-Determination Worksheet connected to one of the Work Samples   Pg.   45

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples   Pgs. 46,47,48

One Self-Determination Worksheet connected to one of the Work Samples   Pg.   49

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples   Pgs. 50, 51

One Self-Determination Worksheet connected to one of the Work Samples   Pg.   52

The following information must be recorded directly on each piece of evidence:

* Student's name and date of activity
* Accuracy of performance
* Cues, prompts or other assistance required by the student to complete the task
* Setting in which the activity occurred
* People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.
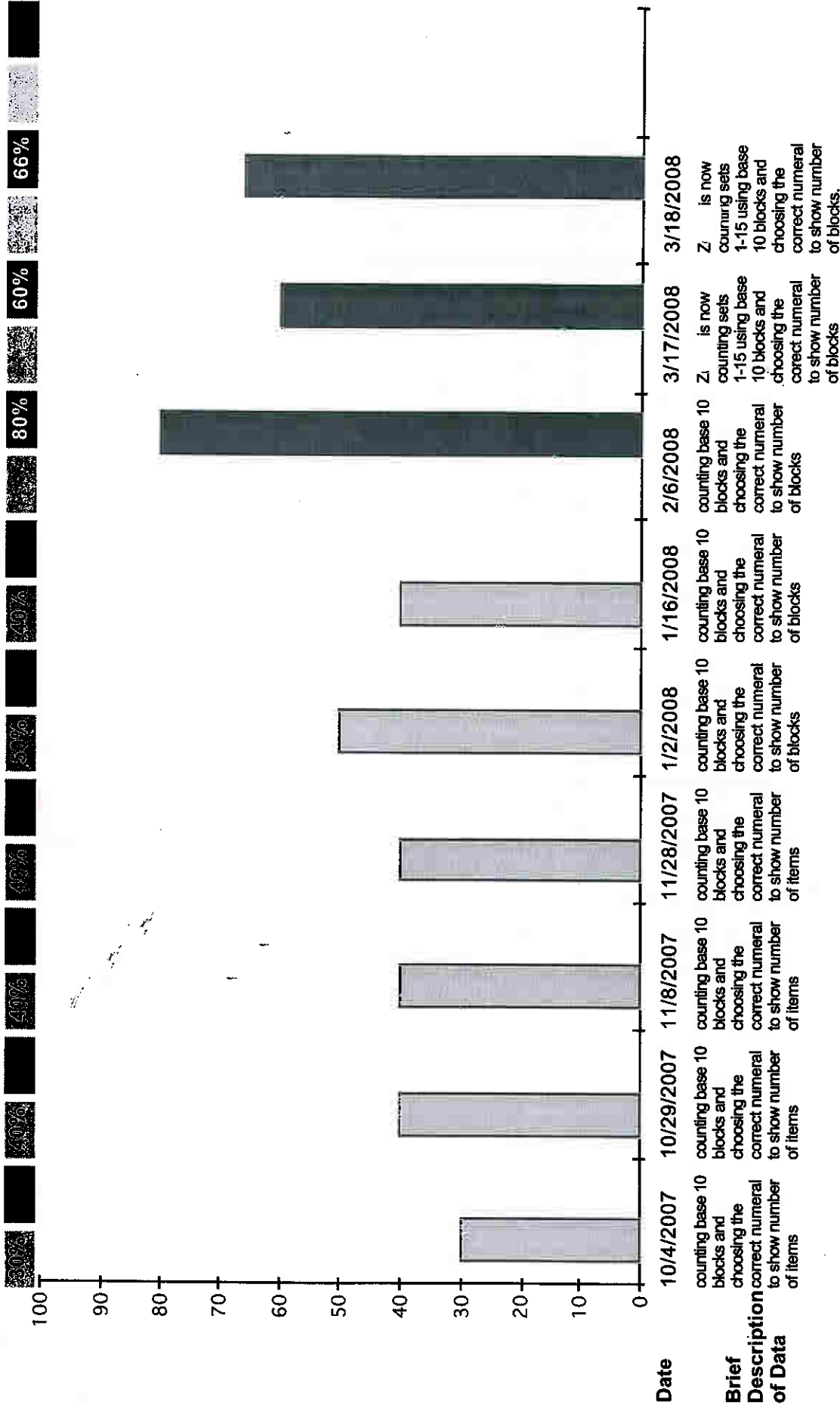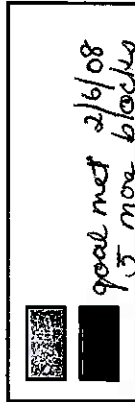
40.

Student Name: Z   SASID #   SAU #   Grade: 3

identifying number of items in a set

Key legend: 100% 66% 60% 80% 40% 50% 40% 40% 40% 50% 50%

Date	10/4/2007	10/29/2007	11/8/2007	11/28/2007	1/2/2008	1/16/2008	2/6/2008	3/17/2008	3/18/2008
Brief Description of Data	counting base 10 blocks and choosing correct numeral to show number of items	counting base 10 blocks and choosing the correct numeral to show number of items	counting base 10 blocks and choosing the correct numeral to show number of items	counting base 10 blocks and choosing the correct numeral to show number of items	counting base 10 blocks and choosing the correct numeral to show number of blocks	counting base 10 blocks and choosing the correct numeral to show number of blocks	counting base 10 blocks and choosing the correct numeral to show number of blocks	Z is now counting sets 1-15 using base 10 blocks and choosing the correct numeral to show number of blocks	Z is now counting sets 1-15 using base 10 blocks and choosing the correct numeral to show number of blocks.

Key

NH Alternate Assessment 2007-2008

goal met 2/6/08
5 more blocks added

Comments: Z worked on counting sets of 1-10 blocks. Sometimes Z keeps counting beyond the number of presented items. We do not count this as correct. The paraprofessional points to the blocks as Z counts. Initial sound cues are sometimes presented. The paraprofessional asks Z to identify the two numerals that he will choose from. Then Z counts the blocks

41.

More on back...

Student Work Sample Label

Attach to Work Sample

Student Name: Z	**Date:** 10-16-2007

Content Area: Mathematics 1

Work Sample: 1

Data Collection Period: I	Setting: In the wing outside of the regular class room

Activity Description:

Students were engaged in a variety of 'pumpkin' math activities. Activities were both in the classroom and in the wing. ·Z   and a typical peer went to the wing to count sets of pumpkins. Z   was asked to count sets of 1-5 pumpkins and to identify the number that corresponded with the set.

Student's Performance Relative to the Targeted Skill:

Z   was able to count and identify the corresponding number (given a choice of 2) 3 of 5 sets presented. 60% accuracy

Supports:

Z   was highly distracted during the activity. He needed verbal and physical redirection from the peer and paraprofessional. At times the peer started the counting process and/or provided sound cues for the numbers. *typical*
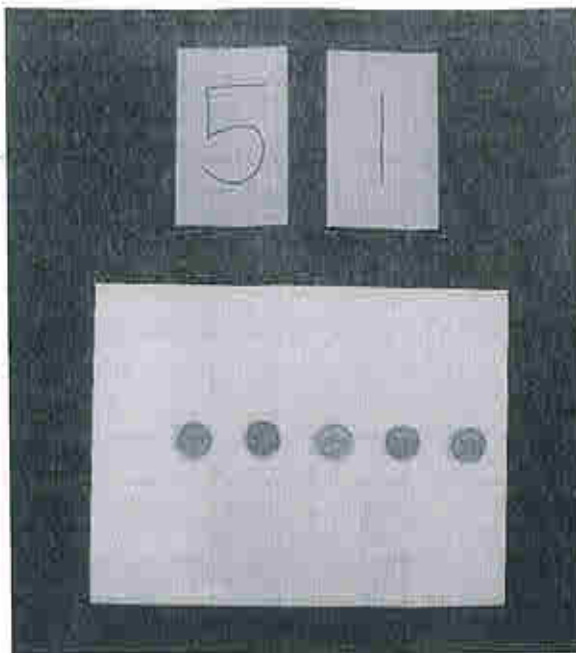
Pumpkin Math

name: Z

List Math activities with Pumpkins and identify what you'll need.

Activity	Needed
• Counting pumpkins	• pumpkins - in wing
	• 1 peer
	• number cards

43.

Student Work Sample Label		
Attach to Work Sample		
Student Name: Z		**Date:** 10-18-2007
Content Area: Mathematics 1		
Work Sample: 2		
Data Collection Period: I	Setting: In the regular classroom	

Activity Description:

During math, Z   counted sets of coins and matched the correct numeral to each set. Z   was given a choice to count nickels or pennies, and he chose nickels. He was presented with sets of 1-5 nickels and given a choice of two numerals for each set.

Student's Performance Relative to the Targeted Skill:

Z   worked with his paraprofessional and was able to count and then select the numeral of 2 of 5 sets. 40% *accuracy* .

Supports:

The coins were placed on a sheet of paper in order to provide contrast from the rug. Z   needed prompts to look at the coins while counting, and to stop counting at the end of each set.

44 .

Self-Determination Form

Data Collection Period _I_ Corresponds With Work Sample _2_

WHEN: (Date)

10-18-07

WHAT: (Choice of activity)

Do you want to count pennies or nickels.

WHAT: (Planning)

What do you need? Yes, you need the nickels.

HOW: (Monitoring)

WHAT: (Self-Evaluation)

MORE COUNTING

WORK SAMPLE # 1

see worksheet on back.

Student Work Sample Label	
Attach to Work Sample	
Student Name: Z	**Date:** 11/27/2007

Content Area: Mathematics 1	
Work Sample: 1	

Data Collection Period: II	Setting: In the regular classroom

Activity Description:

The class was engaged in 'Pilgrim' simulation stations. Z   's group worked on creating menus that reflected a variety of food groups. Z   used a worksheet prepared for him that required counting sets of foods and choosing the correct number.

Student's Performance Relative to the Targeted Skill:

Z   was able to count and select the correct number for 2/5 sets. 40% accuracy.

Supports:

The room was noisy and it was difficult for Z   to focus. The paraprofessional used hand-over-hand to help Z point to the items as he counted. The worksheet was covered to reduce visual distraction. Z   sat in his Rifkin chair for posture and attention. The para used hand-over-hand to help Z   circle the selected number.

40% accuracy

Z

MENU

HOW MANY?

FOOD GROUP

3 (6) corrected → grains
(didn't choose)

(1) 7 corrected   fruits & vegetables
(didn't choose)

(5) (2) corrected   dairy

3 9   meat

(4) 8   fats & sweets

Student Work Sample Label	
Attach to Work Sample	

Student Name: Z	**Date:** 1/25/2008

Content Area:	Mathematics 1
Work Sample:	2

Data Collection Period: II	Setting: In the regular classroom

Activity Description:

The class participated in a measuring activity that involved using meter sticks and either a spinner or dice. Z   made the choice to use dice, which he and a typical peer rolled for each group. The number rolled would be used to compute the distance on the game mat. Z   counted the dots on the dice and matched the correct number card to the dots. He worked on counting and matching 1-5.

Student's Performance Relative to the Targeted Skill:

Z   was able to match 2/5 numbers to the dots rolled on the dice. 40% accuracy

Supports:

A large die was made for Z   so that it was easier for him to count the dots. Sound cues were given to help count the dots. The number cards used to match the counting were in high contrast with the floor. The peer helped Z   o roll the dice. ~~typical~~
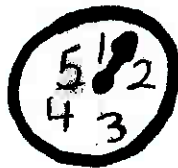
48

Self-Determination Form

Data Collection Period **II**   Corresponds With Work Sample **2**
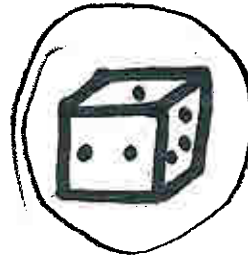
WHEN: (Date) **1·25·08**

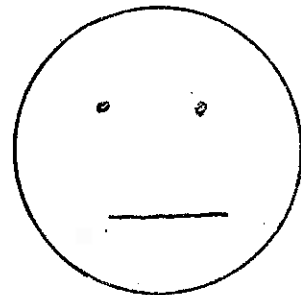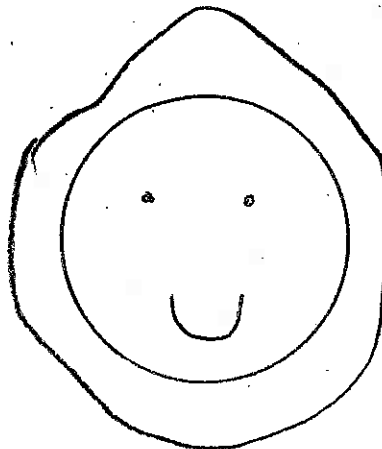WHAT: (Choice of activity)

"Do you want to use a spinner or a dice?"

WHAT: (Planning)

"What do you need?"

HOW: (Monitoring)

"How did you do?"

WHAT: (Self-Evaluation)   MORE COUNTING

Student Work Sample Label	
Attach to Work Sample	

Student Name: Z	**Date:** 3/5/2008

Content Area:	Mathematics 1
Work Sample:	1

Data Collection Period: III	Setting: In the regular classroom

Activity Description:

During a math work time, Z   and 2 typical peers looked through a counting book. Z   was asked to count objects on a page and match the set to one of two numbers which were presented to him in the form of flashcards. He was assessed on counting/matching objects up to 5.

Student's Performance Relative to the Targeted Skill:

Z   correctly matched 2/5 sets. 40% accuracy.

Supports:

The peers provided verbal cues to help Z   count. They also gave hand-over-hand assistance to help Z   point to the pictures as he counted. The flashcards were kept out of sight for each trial until counting was complete. Some intervention by the paraprofessional was needed to encourage Z   to count. Z   *sat in his Rifkin seat.*

NH Alternate Assessment 2007-2008

Student Work Sample Label

Attach to Work Sample

Student Name: Z	**Date:** 3/7/2008

Content Area:	Mathematics 1
Work Sample:	2

Data Collection Period: III	Setting: Outdoors at the school Sugar Shack with his class

Activity Description:

After collecting sap with his group, Z   worked with two typical peers. He was asked to count cups of sap and match the sets to one of two numbers that were presented to him in the form of flashcards. He was assessed on counting/matching 10, 3, 7, 5, and 1 cups of sap.

Student's Performance Relative to the Targeted Skill:

Z   correctly counted/matched 2/5 trials = 40% accuracy.

Supports:

Z   needed verbal prompts from his ᵗʸᵖⁱᶜᵃˡ peers and paraprofessional in order to attend to the activity and to keep counting. He also needed hand-over-hand assistance from the peers and para to point while counting. The cups of sap were filled prior to the start of the counting activity.

Self-Determination Form

Data Collection Period _III_   Corresponds With Work Sample _2_

WHEN: (Date) 3·7·08

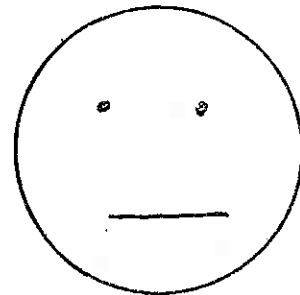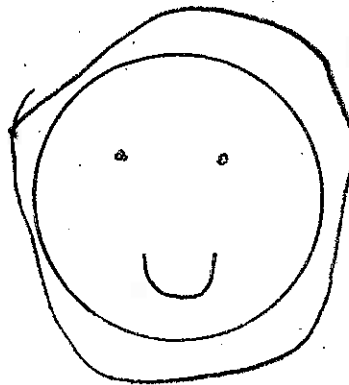WHAT: (Choice of activity)

"Which cup should we use for the sap?"

WHAT: (Planning)

"Which cup do we need?"

HOW: (Monitoring)

WHAT: (Self-Evaluation)

MORE COUNTING

Entry Cover Sheet #2
Mathematics Choice
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Z   **SASID #**   **SAU #**   **Grade:** 3

Content Standard:

Students will develop number sense and an understanding of our numeration system.

Student Performance and Progress: ONE *Measurable* Targeted Skill:

Z   will increase the numbers he can read with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

By increasing the numbers he can read, Z   will develop number sense and an understanding of our numeration system.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods   Pg.   *54*
with 3 Data Points for each period. Each Data Point should represent a specific date within the period.

Collection period I - September 17 - November 16, 2007

     Two Student Work Samples   Pgs. *55, 56*

     One Self-Determination Worksheet connected to one of the Work Samples   Pg.   *57*

Collection Period II - November 19, 2007 - February 1, 2008

     Two Student Work Samples   Pgs. *58, 59, 60*

     One Self-Determination Worksheet connected to one of the Work Samples   Pg.   *61*

Collection Period III - February 4 - April 18, 2008

     Two Student Work Samples   Pgs. *62, 63*

     One Self-Determination Worksheet connected to one of the Work Samples   Pg.   *64*

The following information must be recorded directly on each piece of evidence:

* Student's name and date of activity
* Accuracy of performance
* Cues, prompts or other assistance required by the student to complete the task
* Setting in which the activity occurred
* People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.
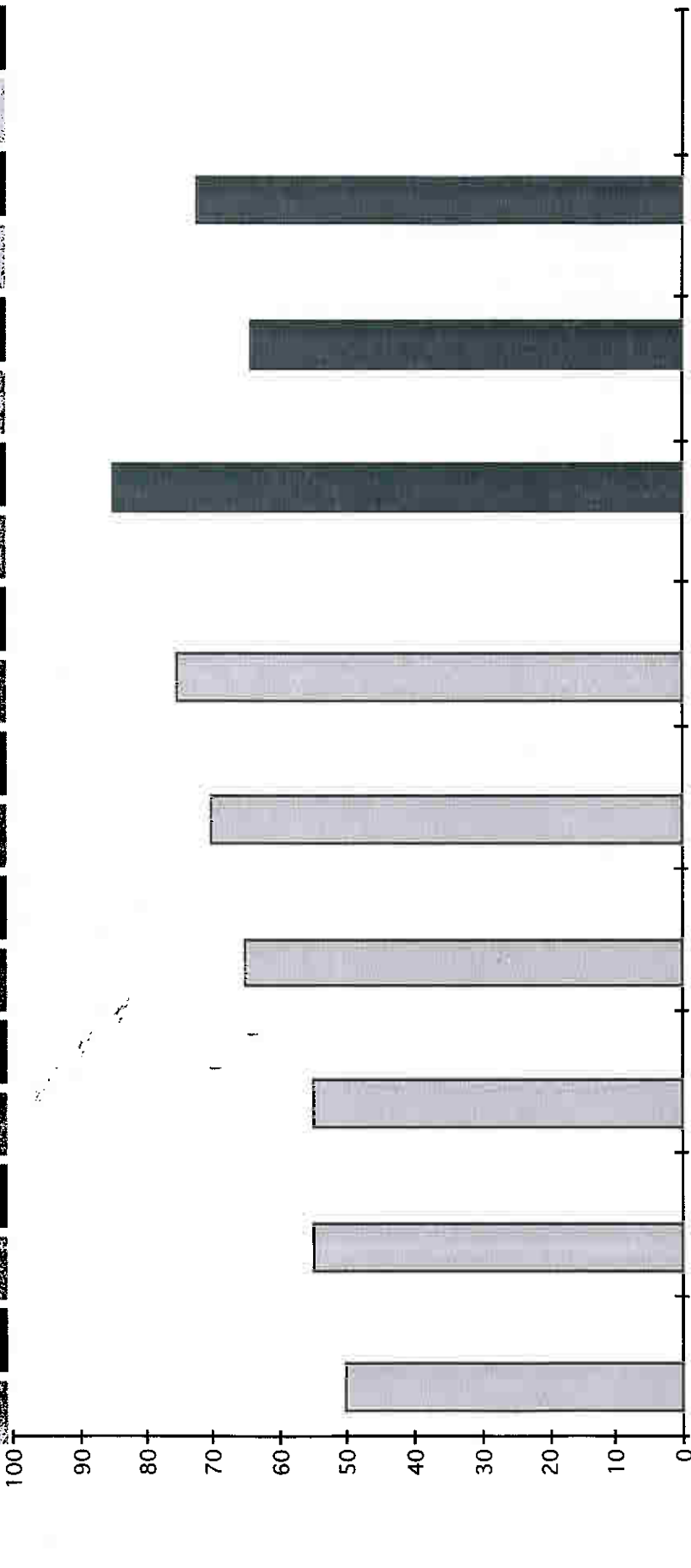
increase identification of numerals

| | 50% | 55% | 55% | 65% | 70% | 75% | 85% | 64% | 72% |

| Date	10/12/2007	10/22/2007	11/2/2007	12/14/2007	1/7/2008	1/17/2008	3/3/2008	3/12/2008	3/18/2008
Brief Description of Data	flash cards: 1-20 identified 10/20 numerals	flashcards: 1-20 identified 11/20 numerals	flashcards: 1-20 identified 11/20 numerals	flashcards 1-20 presented randomly but in groups of 1-10 and 11-20. Identified 13/20 numerals	flashcards 1-20 presented randomly but in groups of 1-10 and 11-20. Identified 14/20 numerals	flashcards 1-20 presented randomly but in groups of 1-10 and 11-20. Identified 15/20 numerals	flashcards 1-20 presented randomly, but in groups of 1-10 and 11-20. Identified 17/20 numerals. Goal met.	flashcards 1-25. 5 new numbers added. Identified 16/25 numerals.	flashcards 1-25. Identified 18/25 numerals.

Key
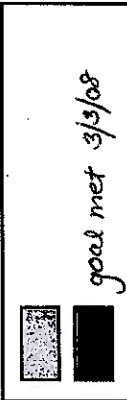
	NH Alternate Assessment 2007-2008

goal met 3/3/08

5 new numbers added

Comments:

54
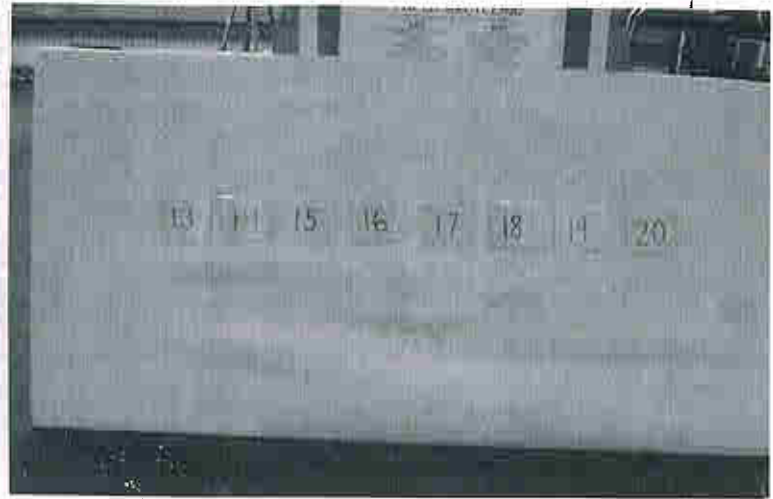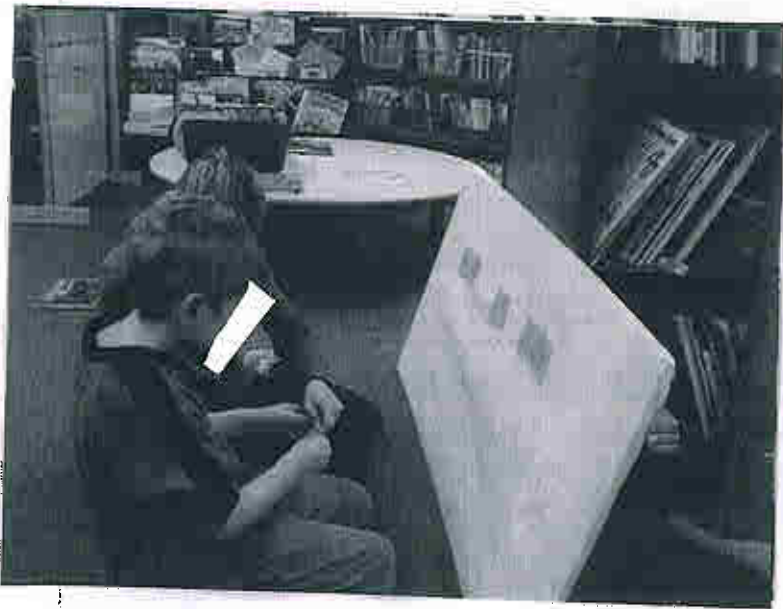
Student Work Sample Label
Attach to Work Sample

Student Name: Z	**Date:** 11/2/2007

Content Area: Mathematics 2	
Work Sample: I	

Data Collection Period: I	Setting: In the regular classroom

Activity Description:

Z   worked with a typical peer during math time. Z   was given the choice to work with the numbers 1-12 or 13-20. He chose 13-20. The peer placed individual number cards on a felt board. She then pointed to the numbers which Z would identify and remove from the board.

Student's Performance Relative to the Targeted Skill:

Z   identified 5/8 numbers. 63% accuracy

Supports:

typical
The peer prompted Z   to point to the numbers as he identified them. Z   needed to be told to identify the numbers first, before removing them from the board.

55.

Student Work Sample Label	
Attach to Work Sample	
Student Name: Z	**Date:** 11/14/2007

Content Area: Mathematics 2	
Work Sample: **2**	

Data Collection Period: I	Setting: The regular classroom

Activity Description:

During a math block, Z   racticed numeral identification (1-12) at the computer with a typical peer. The peer typed numbers one at a time ior Z   to identify.

Student's Performance Relative to the Targeted Skill:

Z   orrectly identified 6/12 numbers = 50% accuracy

Supports:

Z   at in his Rifkin seat for posture and attention. The font was set at 72. The typical peer pointed to the number on the screen and used verbal prompts, "What number?", to gain Z   s attention.

56.

Self-Determination Form

Data Collection Period | Corresponds With Work Sample |

WHEN: (Date) 11·2·07

1 — 12   13 - 20

2   17

WHAT: (Choice of activity)

Which numbers do
you want to practice?

WHAT: (Planning)

1 — 12   13 - 20

Which numbers
do you need?
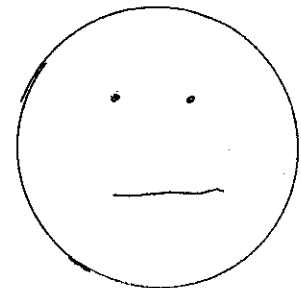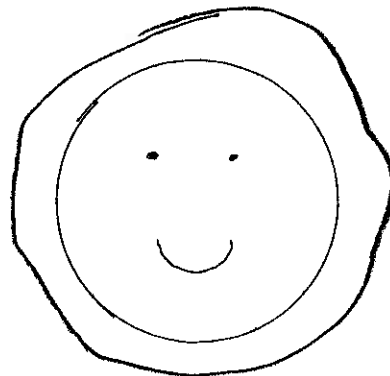
2   17

HOW: (Monitoring)

WHAT: (Self-Evaluation)

MORE NUMBERS
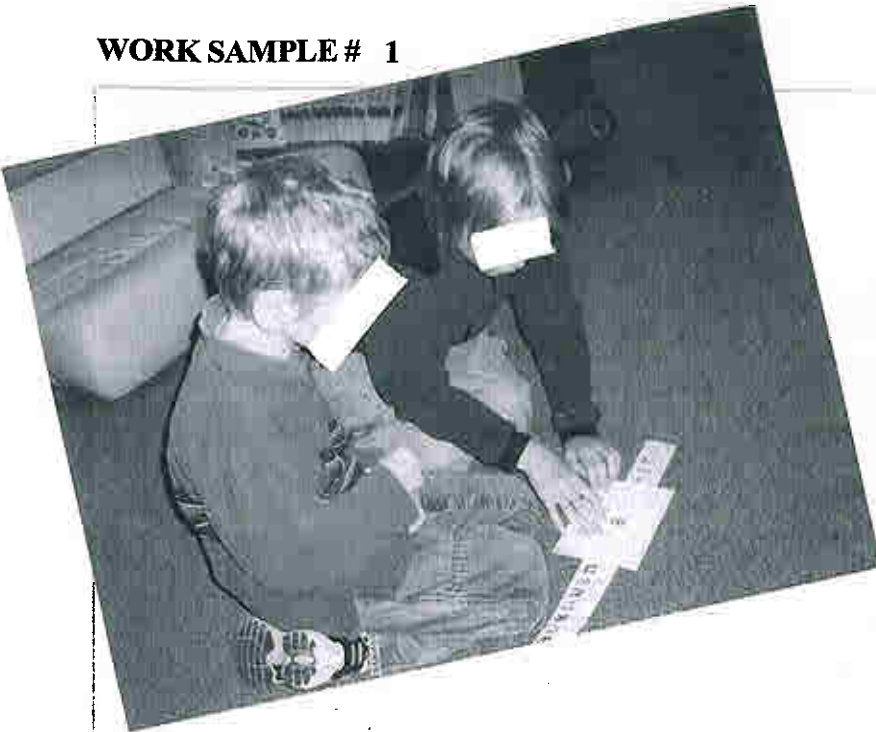
Student Work Sample Label	
Attach to Work Sample	
Student Name: Z	**Date:** 1/8/2008

Content Area: Mathematics 2	
Work Sample: 1	

Data Collection Period: II	Setting: In the regular classroom

Activity Description:

Students were engaged in a measuring activity. Z   worked with a typical peer in his group. Z   was given a choice to use a measuring tape or a piece of string. He chose the tape. Before measuring parts of his body, Z   practiced indentifying the numbers (1-20) on the tape. The peer assessed Z   on numbers 1-10 in random order, then 11-20. Measurements were recorded on a worksheet. Z   also practiced identifying these numbers.

Student's Performance Relative to the Targeted Skill:

Z   correctly named 8/20 numbers = 40%

Supports:

The measuring tape was made from cardstock for easier handling. The numbers were in large print. A mask (card with a hole cut out) was used to isolate each target number during assessment and after each measure. Both the peer and Z   's para provided numerous prompts to look down at the number (They were working on the floor). The paraprofessional used

hand-over-hand to help Z   write numbers on his worksheet.

Center 1

Half Size Me!

*Split into groups of two (or three)
*Assist your partner(s) in measuring different parts of their body. You can use
 any measurement tools you wish: paper clips, pencils, coins, etc.
*Write your measurement on the chart provided. The chart is started for you.
 Include any other measurements that you feel are necessary. Divide each
 measurement in half and place in the second column.
* Make a drawing of yourself using the half scale measurements on the paper
 provided. HINTS: Lightly draw a center line down your paper to help you
 make both sides of your body equal. Start your head at the top of the paper
 (you wouldn't want to go through life with out feet!).

	Actual height in __38__	Size in Scale (1/2 actual)
Head	ht. 8,6	4,3
Neck	ht. 2,3	1,1.5
Waist	10	5
Arm	18	9
Leg	28	14

Student Work Sample Label	
Attach to Work Sample	
Student Name: Z	**Date:** 1/14/2008

Content Area: Mathematics 2	
Work Sample: 2	

Data Collection Period: II	Setting: In the regular classroom

Activity Description:

Each student made a measuring wheel from a white styrofoam plate. The circumference of the plate was measured and labeled in 1 inch increments. The wheels would be used for various measuring activities. Z   vorked with a typical peer. The peer asked Z   to identify the numbers on the wheel; 1-10 first in random order, then 11-20 also in random order.

Student's Performance Relative to the Targeted Skill:

Z   correctly identified 10/20 numbers. 50% accuracy

Supports:

Z   's wheel was prepared ahead of time and had a 'window' so that 1 number could be viewed at a time. It has been effective to present the numbers randomly but grouped 1-10 and 11-20.

60.

Self-Determination Form

Data Collection Period
_II_

Corresponds With Work Sample _I_

WHEN: (Date) 1.8.08

WHAT: (Choice of activity) _____

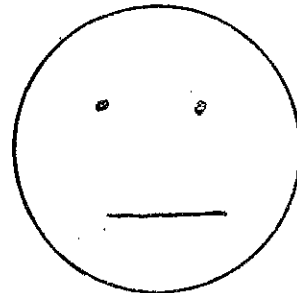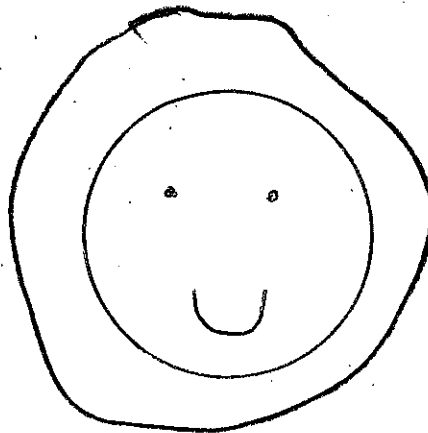Do you want to use
string or a measuring tape?

1 2 3 4 5

WHAT: (Planning) _____

What will you need?

1 2 3 4 5

HOW: (Monitoring)

WHAT: (Self-Evaluation) MORE NUMBERS

Keep practicing your numbers.

Student Work Sample Label
Attach to Work Sample

Student Name: Z	Date: 2/8/2008

Content Area:	Mathematics 2
Work Sample:	1

Data Collection Period:	Setting:	In the regular classroom
III		

Activity Description:

The class worked in pairs and played an Everyday math card game called Top It. For each round, the players drew 3 cards and added up the numbers. The player with the highest sum won that round. Z   was asked to identify the numbers as his partner drew the cards.. He was assessed on numbers 1-10 as they were drawn.

Student's Performance Relative to the Targeted Skill:

Z   was able to identify 9/10 numbers. 90% accuracy.

Supports:

Z   sat in his Rifkin chair for optimal posture and support. A peer drew each card for Z   *typical* Each card was shown in isolation from the other cards, for easier viewing and improved focus. Sometimes the peer had to cover the picture on the card so that Z   could focus on the number.

62.

Student Work Sample Label
Attach to Work Sample

Student Name: Z	Date: 3/13/2008

Content Area:	Mathematics 2
Work Sample:	2

Data Collection Period: III	Setting: In the regular classroom

Activity Description:

Students were partnered up to play a multiplication game. Z   worked with a typical peer. In the game, Z   's job was to identify the number cards as they were presented one at a time by the paraprofessional. His partner's job was to recall a multiplication fact based on the same number. For example, if students were working on multiples of '8', and a 3 card was held up, Z   would say, "3" and his partner would say "24". The one who called out the correct answer first got a point.

Student's Performance Relative to the Targeted Skill:

The numbers 1-10 were used in random order. Z   accurately named 9/10 numbers = 90%

Supports:

High contrast number cards were used for better visability. The paraprofessional gave some cues to help Z   be ready for the next number card.

NH Alternate Assessment 2007-2008

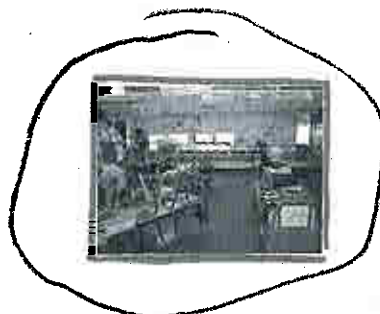63.

Self-Determination Form

Data Collection Period _III_   Corresponds With Work Sample   2

WHEN: (Date) 3/13/08

WHAT: (Choice of activity)

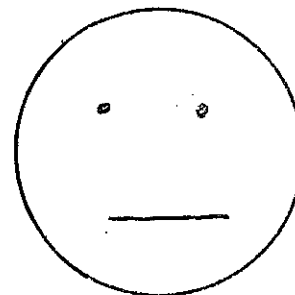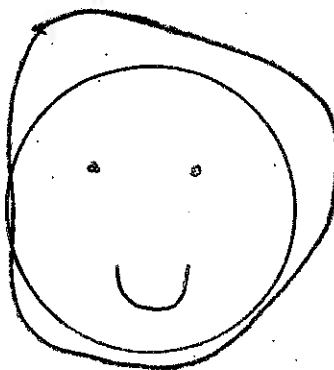" Where do you want
to play the game?"

WHAT: (Planning)

" Where do we need
to go?"

HOW: (Monitoring)

WHAT: (Self-Evaluation)

MORE NUMBERS

" You did great, Zenith! You won the game!"